

# Student Investment Account Grant Application Template (Optional)



This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2019-2020
District	Banks School District – Institution # 2240
Webpage (Where SIA Plan will be Posted)	<a href="http://www.banks.k12.or.us">www.banks.k12.or.us</a>
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## Part Two: Narrative (Application)

### Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).

**We do not have an eligible charter school in the Banks School District.**

- The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement).

**Banks School District has a total enrollment of 1,120 students. We have 25% free/reduced lunch and approximately 15% of our students have disabilities. Our students are 86% White, 7% Latinx, 5% Multi-racial, and 1% Asian. We have great support from our**

community and parents. Being a mid-sized rural district, we offer an array of activities and academic courses, but we can expand the opportunities for our students. As many other school districts in the State, we have challenges around the social-emotional support we can offer students. We are understaffed in our counseling services and need to expand to support the mental and behavioral health needs of our students.

At Banks School District, we only have one certified counselor for 1,120. We have several adults in positions of support, but we need to address this shortage. That can be through certified positions that can support the social-emotional support our students need. We have a comprehensive plan in place for our students and now with the SIA money, we will be able to hire the individuals to put that in place. This is a three-year plan to address additional needs to support our students.

This strategy will also assist with our attendance rate. Currently, we are at the State average for attendance and our underserved students are at a much lower attendance rate. With additional adult support throughout our district, we will see our students of poverty and disabilities improve their attendance and their academic success.

The other accountability measure for our district that is in need of improvement is our 3<sup>rd</sup> grade reading scores. We have been unsuccessful in moving the dial the past 5 years. We are going to focus additional support at the K-2 level to: lower class size in reading instructional groups, additional staff for interventions, and work together to bring a systematic change for the way we teach reading at Banks Elementary School.

### Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- Who you engaged

#### Participants and Procedures

Various stakeholders within the Banks School District were identified and asked to participate in an **online survey** designed to assess priorities in each of the four identified key areas: a) instructional time, b) student health and safety, c) class size, and d) well-rounded education. Key stakeholders included community members, staff, students, and Spanish-speaking families.

We also engaged staff – licensed, classified, administration, and school board, in multiple meetings and engagement processes. Students and parents who were engaged in the process were: students of color, students with disabilities, emerging bilinguals, homelessness and foster care, and other historically underserved students.

Additionally, a series of **interviews and engagement sessions** were conducted with parents, Spanish-speaking families, and families with students with disabilities to further facilitate and document community engagement for priority populations and needs assessment process. Interviews were transcribed and systematically analyzed for common themes.

- Frequency / occurrence

## Interviews and Engagement Sessions

Parent Engagement Session (N=16)

Families with students with disabilities (N=10)

Spanish-Speaking Families Engagement Session (N=12)

On-line surveys (N=700)

Staff and Administration Meetings – Weekly from October to Present

Board Work Sessions – Monthly

- How you ensured engagement of staff and each of the focal student groups and their families

Yes, I believe the processes we used engaged staff and focal student groups and their parents. We had NWRES, RS2 Education, Heidi McGowan at East Consulting and Associates, Teachers and Classified Unions deeply involved in the process. Students, Parents and Families who were engaged through surveys, engagement nights, interviews, etc.:

X Students and parents of color

X Students with disabilities and their parents

X Emerging Bilingual students and their parents

X Students historically underserved (poverty)

- Key information you collected

Emerging themes from the engagement process with all stakeholders:

\*More social-emotional support for our students – addition of counselors and success coaches, etc.

\*Class-size reduction strategies K-12 – But specifically K-2.

\*Additional academic opportunities for students – Electives, after-school programs

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

We really worked hard at authentic and meaningful community engagement. We were able to effectively hear from all of the SIA Focal Parents/Families and Student populations as

well as Staff. Besides our survey, we held two community engagement meetings, and multiple staff meetings (1 a week on average) as well as empathy interviews with students (multiple interviews, part of our process at our schools). What we learned helped shape our thinking about our work as a district and the entire design on our SIA plan.

Some of the engagement was easy. Staff meetings and surveys were well attended, used, and input flowed in abundance. The same was true with our empowered family and student groups. Our biggest challenge was engaging our Latino population, students and parents. The language barrier, cultural barrier, work schedules, and fear of government all make participation and trust difficult. Still, we worked hard to hear these important voices. We held specific meetings, included translation, conducted one on one empathy interviews, and built trust until we had the vital feedback to positive design our plan inclusive of the Latino community input.

In the future, we will continue to employ these new methods. We will also likely need to deepen this engagement by including new partners in our work. The Latino Network, Adelante Mujeres, and the local Catholic Church all offer partnerships we can use. Continuing this work constantly and building on these relationships as we move forward will be exciting and will have a deep lasting impact on our district.

The partnerships we used this time around were super helpful and we learned a lot about authentic engagement. The NWRES D, East Consulting and Associates, RS2 Education, and our Union were all wonderful partners and experts who helped us ensure deep meaningful feedback we have taken to heart and included in the creation of our plan.

What relationships and/or partnerships will you cultivate to improve future engagement?  
(150 words or less)

I believe those relationships have already started and expect our future engagement activities to be more successful. From our Latinx Community Engagement Night, we were able to hire an Engagement Coordinator for our Latinx Community and Students. With our additional staff that we will hire with our SIA dollars, I believe we now have the resources to go beyond what we have done in the past. Creating relationships with The Latino Network and Adelante Mujeres. Also, continuing our relationships with RS2 Consulting and NWRES D.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

I think we have a pretty good handle on the engagement piece. Northwest Regional ESD has been an integral part of the success of this process. I don't think engagement is a complex process, it is having the resources (people and time) to conduct engagement. Building the trust and cultural understanding needed to bring in a population with a lot of reasons not to trust the government. ODE can continue to give guidance and share resources, especially translating everything into Spanish up front.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

- Students of color – Latinx Parent and Student Engagement Night
- Students with disabilities – Surveys, Empathy Interviews
- Students who are emerging bilinguals – Surveys
- Students navigating poverty, homelessness, and foster care – Surveys, Empathy Interviews
- Families of students of color – Latinx Parent Engagement Night
- Families of students with disabilities – Phone interviews with parents
- Families of students who are emerging bilinguals – Parent Engagement Night
- Families of students navigating poverty, homelessness, and foster care -- Surveys
- Licensed staff (administrators, teachers, counselors, etc.) – District Leadership Team Meetings, Process facilitated by Rob Saxton, District Meetings, Individual School Meetings
- Classified staff (paraprofessionals, bus drivers, office support, etc.) – Same as licensed staff
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) – Community engagement night / Community surveys
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) – Surveys, Board Work Sessions, Parent Engagement Nights
- Business community – Community Surveys
- Community leaders – Community Surveys

### How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange) -- X
- In-person forum(s) -- X
- Focus group(s) -- X
- Roundtable discussion -- X
- Community group meeting -- X
- Website -- X
- Email messages -- X

- Newsletters -- X
- Social media -- No
- School board meeting -- X
- Partnering with unions -- X
- Partnering with community based partners -- X
- Partnering with faith based organizations --X
- Partnering with business – X

### Evidence of Engagement

Upload your top five artifacts of engagement.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less) – A link to each artifact will be added here.

\*Sign-in sheet for community engagement night #1 – All community – Had parents from a variety of sub-groups, including parents with students of disabilities and color.

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_artifact\\_1.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_artifact_1.pdf)

\*Sign-in sheet for community engagement night #2 – Latinx Community – Had parents from of Lantinx community. Entire meeting was conducted in Spanish, translated to me.

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_artifact\\_2.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_artifact_2.pdf)

\*Survey / Results and Summary – We conducted surveys in both English and Spanish. We received over 700 responses from parents and students. Including phone interviews with parents of students with disabilities and interviews with students of poverty. This provides you what we heard from the community stakeholders.

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_artifact\\_3.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_artifact_3.pdf)

\*RS2 Consultation District Leadership Team Meeting – Rob Saxton took us through a process to narrow our recommendations. We had teachers, classified staff, and union leadership involved. This process shows the organic involvement and authentic input of staff in the creation of our plan.

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_artifact\\_4.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_artifact_4.pdf)

\*Staff meeting summaries – We have numerous staff meetings over a three-month period. I have included the summaries to show the amount of ideas and input we received from our own staff.

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_artifact\\_5.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_artifact_5.pdf)

- Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

We used multiple strategies to engage all of our Focal Student and Family Groups. We used a survey and translated it into Spanish because we know we have widespread use of electronic devices in the community. This allowed us to cast a wide net where all demographics from our community would respond and we could break responses out by demographics to determine the disaggregated feedback.

We also held our Latinx meetings in Spanish to build trust with our Latinx community.

We also believed we needed to create comfortable personal connections with our Focal group parents/families. Personal one on one meetings such as empathy interviews.

We needed outside expertise to engage everyone, especially focus populations. We used the NWESD, East Consulting and Associates, and RS2 Education Consultants for that.

- Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

At the beginning of the school year, we have an activity called the Braves Bridge. This activity brings in about 15 freshmen who struggled in middle school. These students come from poverty and several are on IEP's. During the Braves Bridge, the students do multiple activities to build trust with staff and mentor students. During this activity, I conducted a group empathy interview with those students and received great feedback on what we do well and what we are missing.

Another activity I am extremely proud of was our Latinx Community Night. 7% of our students are of Hispanic background and they are below district averages across the board. I knew it was important to build that trust and hear the input from our Latinx Community. The entire meeting was conducted in Spanish and we had a great turnout. I was also able to find a new employee that evening who is bi-lingual and will be our Latinx Community Engagement Manager. It was a very successful night and great feedback on how to serve our EL students better.

We also conducted surveys in English and Spanish. We had surveys turned in by students, parents, staff, and community. We had over 700 responses. We also conducted surveys on the phone with parents who have students with disabilities. Through our survey process we were able to get broad feedback and input including from all of our focal student and parent populations, specifically – students and parents of color, students with disabilities and their parents, and students historically underserved or in poverty.

- Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)

To start on a level playing field throughout the district, I presented the same presentation to the board and the staff. I wanted everybody to understand the process and how important it was to hear their feedback, whether that be through surveys or meetings. This meeting was critical to engage staff from the beginning of the process and I wanted to get where staff was located to ensure they were part of the process.

To hear from as many staff as possible, we conducted on-line surveys. I sent out multiple reminders to hear from staff. We had over an 80% return rate on surveys in the district from staff.

Also, we had a plan design day with RS2 consultants working with our District Leadership Team and union members. I did this because I wanted an authentic organic input to influence the design of our SIA Plan. Input from staff will vastly improve the plan and often know best what is needed.

- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)

We conducted multiple staff meetings at each building. We met in grade-level teams and received numerous ideas for our SIA Planning. We finished this process with our District Leadership Team (includes license and classified staff) meeting and participating in a process conducted by Rob Saxton. This group includes both certified and classified staff and union leadership. This enabled a third party to narrow our list of additions for next year and summarize all of the information that we had received over the past 8 months. We also had 85% of our staff turn in surveys.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

We believe the staff, community, parents, students, and especially focal students and their families have important things to tell us about how we can be more successful in



providing a high-quality education to our students. We conducted a huge, robust, extensive and sometimes exhausting authentic and organic community engagement process.

Here is what the community told us:

- \*We need more social-emotional support for our students.
- \*We need class-size reduction strategies K-12, and specifically at K-2.
- \*We need more electives and after-school programs to help students with academics and to engage students to increase attendance. These desires and needs are the basis for our entire plan and all of our plan strategies, outcomes, and activities target these desires and needs.

Here are just a few of the things we plan to do as a result:

- 1) Hire more counselors
- 2) Hire more teachers to increase electives and offerings
- 3) Hire more IA's for intervention supports for K-2 reading focus
- 4) Update curriculum
- 5) After-school programs
- 6) Hire Student Success / Grad Coaches

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making. (150 words or less)

We use the following data to analyze our student achievement: synergy and State Data for attendance, OSAS (State Exam), Diebels (Assessment for Elementary Reading), and i-Ready for 3<sup>rd</sup> Grade Reading Achievement, Tracking system for 9<sup>th</sup> Grade On-Track, State Data for 4 and 5-year graduation rates. Using suppressed and unsurpressed data provided by ODE to do a deep internal analysis of our disaggregated data (but not publicly per ODE guidelines). We did this to understand where the achievement gaps exist so we could design a plan that would target those gaps with opportunities for all focal groups and close those gaps. The Equity Lens and equity thinking / approach is at the heart of our plan, work, and efforts with SIA and general funds.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

Based on data and feedback received in our process of engagement, the following priorities emerged for our **three-year plan**.

- 1) Increased instructional time would benefit students by expanding after-school programs and opportunities.
- 2) We need to improve student health and safety and hire more counselors and social workers to make those improvements. We will also analyze our safety systems throughout the district.
- 3) Targeted, evidence-based class size reduction was a priority for the majority of the stakeholders, with class-size reduction occurring by hiring both teachers and instructional assistants in targeted areas.
- 4) Well-rounded education was defined by stakeholders in a variety of areas, including CTE, the Arts, and Technology courses.

There were multiple community engagement activities throughout this process. There were so many ideas from staff, students, parents, and community, we had to narrow the scope of ideas. Once feedback was taken from over 800 stakeholders, we then met as a District Leadership Team to narrow our ideas. The District Leadership Team consists of 2 teachers from each school for a total of 6, 3 union members (also teachers), 2 classified staff, and 4 administrators. During this meeting, Rob Saxton from RS2 Consulting with support from Northwest Regional Educational Service District, worked through a process to narrow the scope and develop more concrete ideas from recurring themes. We applied the Oregon Equity Lens (<https://www.oregon.gov/ode/students-and-family/equity/equityinitiatives/Documents/OregonEquityLens.pdf>) in the process. From that process, we continually focused on that all students can learn, that speaking another language besides English is an asset, special education students are an integral part of our education responsibility and schools, and we need to close the academic and attendance gaps of our traditionally marginalized students. From that process, we concluded the following which led to our Strategies, Priorities, Activities, and our final SIA Plan:

- 1) We needed to focus our efforts on our marginalized students and close achievement and attendance gaps with our students of color, with disabilities, and of poverty.
- 2) We needed to focus our efforts on our two areas that are at the State average which are 3<sup>rd</sup> grade reading and attendance. There are gaps in success in those areas with our students of color, disabilities, and poverty.
- 3) Class size reduction received the highest level of support from our Team, specifically class-size reduction strategies at grades K-2.
- 4) Additional specialized staffing (counseling, psychologists, community mental health partners, student success coaches, etc.) was second highest in support from our Team.

- 5) There were several other ideas with after-school programs, Pre-K programs, and expansion of well-rounded educational classes.

From this process, we landed on 3 things:

\*Focus resources on improving our attendance and overall well-being of all students, especially our students of color, poverty, and disabilities.

\*Focus more resources on improving our Pre-K through 3<sup>rd</sup> grade academic achievement, specifically reading.

\*Focus more resources on systematically changing how we support our students throughout the Banks School District. This includes elective offerings, how our schedules are determined, class sizes in our core classes in middle school and high school, and what social-emotional support do we have for our students and how are we educating our staff to be prepared for helping students.

### **Outcomes**

Banks School District is committed to achieving the following outcomes:

1. Every K-12 educator analyzes, uses, and reviews disaggregated student learning data and school climate information on a routine basis.
2. Elementary, Middle and High School staff will implement strategies to support diverse learners by providing supports both academically by using common assessment language and emotionally by using trauma informed practices through a systematic supports change as evidenced through classroom walkthroughs and observations.
3. Targeted evidence-based class size reduction strategies in grades K-3 can be linked with positive changes in school climate, working and learning conditions, and 3<sup>rd</sup> grade reading proficiency.
4. Targeted evidence-based class size reduction strategies in grades 6-12 can be linked with positive changes in school climate, working and learning conditions, and improving our 4<sup>th</sup> and 5<sup>th</sup>-year graduation success.
5. Banks School District will implement a systematic change on attendance tracking and social - emotional supports for students that will create positive changes in district climate and working and learning conditions.

## Strategies

Banks SD identified 4 strategies in order to achieve these 5 outcomes.

1. \$57,500 – Medium Priority. If the Banks School District provides academic and career and college readiness supports for students of poverty, disabilities, and color, then these students will participate in our CTE and college readiness courses at higher rate and gain the knowledge and skills they will need for success in the workforce and higher education (their next steps in life). Through adding electives, additional programs, and social-emotional support throughout the district, opportunities for students to succeed will increase throughout K-12. Research shows that engaging students in enrichment opportunities (a .53 effect size), increasing staff to build more relationships with students around career planning (a .72 effect size), and adding staff to offer strategic interventions for underserved students (a 1.29 effect size). By increasing the system of supports for our students, which will include additional interventions, social-emotional supports, opportunities for increased engagement, and increasing staff-student relationships throughout the district, will make students feel more connected to our schools and attendance and achievement will increase K-12.
2. \$363,400 – High Priority. If Banks School District creates a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success, then students being supported throughout the district, specifically social-emotional support, we will see an increase in attendance and overall student success in K-12. By increasing our staffing to provide a systemized social-emotional support system for students, we will see an increase in attendance and overall academic success (a 1.29 effect size). The overall positive climate of our district will increase with additional health and safety supports (a .35 effect size). This will ensure that our students are building positive relationships with adults (a .72 effect size) throughout the district, specifically our underserved students which will lead to increased attendance and academic success. We will also need to ensure that teachers will have current, research-based professional development to be serve our students.
3. \$164,492.98 – High Priority. If Banks School District ensures that pedagogy and standards-based curriculum integrates the respectful consideration of culture, disability,

race, gender, and language with equitable learning supports and opportunities, then we will see increased success with all of our students academically, specifically our underserved students. By targeting class-size reductions at the K-2 level coupled with on-going professional development (a .66 effect size), we will see increases in our struggling students receiving research based interventions to increase academic success. We will also be implementing a systematic change at our middle school. We are changing the schedule and lowering class size to shorten class periods to decrease our behavior issues that we are having. By implementing class size reduction, shortened periods, increase in adult-student interaction during the week, and along with a restorative justice behavior approach, we will see academic, attendance, and behavioral improvements of our students, specifically our underserved students. Working with NWRESA, we will also be providing Equity Training for our staff to ensure that all students, specifically our historically underserved students benefit from our additional supports.

4. \$289,100 – Medium Priority. If Banks School District creates a culture of academic supports throughout grades K through 12 where all students receive the supports needed to be successful, then students of the Banks School District will see increased academic achievement, attendance, and social-emotional well-being. By adding staff members in the area of social-emotional support, instructional assistants to provide interventions, teachers to lower class-size while using researched-based instructional strategies (Quality Assessment Practices), and additional electives and after-school programs, we have added staff, curriculum, and overall services that improves our system of supports for our students in the Banks School District.

We believe our strategies will produce the outcomes desired for the Banks School District. While we have been successful in many areas in the past, these improved strategies will produce increased student academic and social-emotional wellbeing success of our students. After hours and hours of engagement with our stakeholders, we are proud to submit these strategies and outcomes for Banks School District. In the above explanations, John Hattie's research was used extensively in partnership with Northwest Regional ESD producing a document encompassing Hattie's work and potential effect sizes of our strategies.

### **Activities**

Banks School District has chosen multiple activities over a three-year period, aligned with the strategies above to achieve the five district outcomes. A plan B will be included in this section depending on the outcome of our A plan.

1. *Hire 2 .8175 FTE General Education Assistants for K-2; aligns with strategy #3 and #4.* These two positions will be used mainly for intervention support for struggling learners at the kindergarten level, but will also be used at grades 1 and 2 as well. This will enable the K-2 teachers to utilize 2 full-time aides to provide additional interventions. We will focus these aides to help with increasing our K-3 reading achievement. This activity is a high-level priority. Estimated cost -- \$100,000. Person Responsible for Implementation (PRFI) – Elementary Principal.
2. *Hire 1.0 Certified Counselor at Banks Elementary School; aligns with strategy #2.* This position will provide social-emotional support for our 500 elementary students. We have been without a counselor for a few years. This will support all of our students and their academic and emotional success and is a high-level priority. Estimated cost -- \$100,000. PRFI – Elementary Principal
3. *Hire a 1.0 TOSA at Banks Elementary School; aligns with strategies #2 and #3.* This teacher on special assignment will serve two purposes: 1) To provide additional support for office staff to correct behaviors of our students and to provide support for students who are historically underserved to make sure they are successful, and 2) Provide instructional coaching and support for our K-3 teachers around research-based reading and math instruction. This position will be an instrumental part of moving the dial in a positive direction in our 3<sup>rd</sup> grade reading achievement and is a high-level priority. Estimated cost -- \$100,000. PRFI – Elementary Principal.
4. *Hire .5 Certified Counselor at Banks Middle School; aligns with strategies #1 and #2.* This activity adds counseling support at our middle school. Working with our Student Success Coach (which we are hiring with M98 money), this counselor will provide support for student success and attendance improvements. This position will also provide social-emotional support for our students and is a high-level priority. Estimated cost -- \$50,000. PRFI – High School and Middle School Principal.
5. *Conduct a Safety Audit of our District's Campus and conduct extensive training with our staff; aligns with strategy #2.* This activity will enable the Banks School District to hire a consultant to conduct an audit to determine safety climate and culture of the district and where physical changes need to occur. While we have had multiple trainings on safety protocols, it is time to change the overall culture of safety at Banks School District with trainings to change a culture of thinking that nothing bad will ever happen in a

smaller district. This activity is a high-level priority. Estimated cost -- \$10,000. PRFI – Superintendent.

6. *Provide an after-school program at each school by hiring staff to facilitate the program; aligns with strategies #1 and #4.* We are in need of a consistent after-school program where our students, especially underserved students, can access tutoring and activities to assist in their academic achievement and their engagement in their academic careers. It also gives another opportunity to build a positive relationship with an adult. This is a mid-level priority. Estimated cost -- \$20,000. PRFI – Principals and Superintendent.
7. *Provide curriculum opportunities for our teachers; aligns with strategy #3.* We are behind in our curriculum adoptions from the past number of years. Next year we will be adopting a culturally sustaining MS and HS Social Science Curriculum. We will replace and/or adopt new curriculum in core content areas for multiple years. This is a mid-level priority. Estimated cost -- \$60,000. PRFI – Superintendent.
8. *Hire two 1.0 FTE teachers at Banks Middle School; aligns with strategies #1 through #4.* This is a systematic change that will increase student academic success and lower behavior problems by allowing us to deliver a true middle school system with the supports and relationships that this system will bring. Hiring 2 teachers at the MS will enable us to add a section of core content in each subject. Also, by adding teachers at the MS, we are able to shift from a block schedule to a 7 period a day schedule. We have always been locked in to the HS schedule so we can share teachers. By adding teachers, we are able to make a systematic change by lowering class time from 88 minutes to 50 minutes per class. We feel this is a systematic change that will increase student academic success and lower behavior problems. We will also be able to offer additional electives for our students. This activity is a mid-level priority. Estimated cost -- \$200,000. PRFI – Middle School Principal.
9. *Hire 1.0 FTE teacher at Banks High School; aligns with strategies #1 through #4.* We feel this also gives opportunity to hire a teacher so we can offer more elective classes at the high school. This will also create room in the schedule to add an additional AP Social Science course. This activity is a mid-level priority. Estimated cost -- \$100,000. PRFI – High School Principal.
10. *Increase our .5 FTE Art Teacher to 1.0FTE at Banks High School; aligns with strategy #1.* We have an art teacher that has built up our program that requires more sections of art offerings at the high school. This art teacher will continue to work with our Graphic

Design CTE program. This will benefit the engagement of our students who are underserved and enhance our current CTE program. This activity is a mid-level priority. Estimated cost -- \$20,000. PRFI – High School Principal.

11. *Administrative costs.* These indirect costs to support all items listed above and below. This priority is high-level priority as these costs are unavoidable with the addition of multiple staff. Estimated cost -- \$45,000.

\*Budget Planning Tool / Strategies and Outcomes

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_budget\\_planning\\_tool- strategies and outcomes.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_budget_planning_tool-_strategies_and_outcomes.pdf)

\*Budget Template – Final Version

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_budget\\_template\\_final.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_budget_template_final.pdf)

## Plan B

12. *Hire additional certified teacher at MS/HS.* There is a need for added electives, including a business / technology teacher to support our college and career readiness efforts at the middle school and high school. This is a high-level priority. Estimated cost -- \$100,000. PRFI – MS / HS Principals.
13. *Hire additional counseling at MS/HS.* There is a need for additional counseling support at the middle school and high school. While we added counseling in Plan A, there is still a need for additional social-emotional and college and career readiness support at these schools. This is a mid-level priority. Estimated cost -- \$100,000. MS / HS Principals.
14. *Install keyless entries and access points on exterior doors at Banks Elementary School.* Securing the doors and perimeter at the elementary school would bring the elementary school up to current standards of safety. This is a mid-level priority. Estimated cost -- \$50,000. PRFI – Superintendent.
15. *Pay registration costs for HS students to take SAT and AP Tests.* Currently all of our students, including our underserved students pay for these exams. This would encourage and enable students to take these tests, specifically our underserved population. This is a mid-level priority. Estimated cost -- \$5000. PRFI – HS Principal.



16. *Provide an ACT / SAT Prep opportunity for students.* We would need curriculum and site-licenses for the program. This would give an opportunity for students to prepare for the exam, specifically our underserved student population who would not usually have this opportunity. This is a mid-level priority. Estimated cost -- \$1000. PRFI – HS Principal.
  
17. *Funding for our Braves Bridge Transition Program for at-risk incoming 9<sup>th</sup> Graders.* We have started a program that has our underserved students who have not achieved success at the middle school level come in prior to the start of their freshmen year. There are team building activities that engage the students and match them with an upper-classman mentor student. This is a low-level priority. Estimated cost -- \$3000. PRFI – HS Assistant Principal.
  
18. *Hire a Behavior / Instructional Coach for Banks School District.* This position would oversee instructional assistants providing interventions. This person would also deliver professional development to teachers around ELA and Math instruction, oversee curriculum and adoption, comprehensive counseling program, and our Quality Assessment Practices development. This is a low-level priority. Estimated cost -- \$100,000. PRFI – Superintendent.

The district will implement a quarterly review process of each of these activities. These activities, if approved and possible, will be measured for depth of delivery, effectiveness of delivery, data collection on intended outcomes, impact compared to intent for underserved focal populations, and budget monitoring. The results of this review will inform adjustments and improvements on the part of the district. The review will be shared with the board in public board meetings twice a year.

All activities will be implemented immediately after approval from the School Board and the Oregon Department of Education. We may have to go to plan B activities if we are unable to hire counselors or teachers. I am assuming we will be able to find teachers, but counselors may be a difficult task for our district.

\*Longitudinal Growth Goals – 5-year targets

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks\\_sd\\_sia\\_2020\\_longitudinal\\_growth\\_goals.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/banks_sd_sia_2020_longitudinal_growth_goals.pdf)

## Student Investment Account Grant Application Template (Optional)



You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](#) (created by ODE)
2. [Clackamas ESD SIA Plan Template](#)

### Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

The Banks School District applied the Oregon Equity Lens to the SSA engagement process and the SIA planning process. In each stage of our work we considered the equity document and pushed our decision making through the process of filter of the Equity Lens. If our thinking was not equitable, we were able to reconsider our actions to ensure they were changed so they became equitable/equity focused. The lens helped us keep our work and our plan firmly targeted on outcomes for our focal population students.

<https://www.oregon.gov/ode/students-and-family/equity/equityinitiatives/Documents/OregonEquityLens.pdf>

### Part Six: Use of Funds

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

Allowable uses of spending funds on student and behavior health as well as increased academic achievement by the Banks School District include:

- Increasing instructional time -- X
- Addressing students' health and safety needs -- X
- [Evidence-based strategies](#) for reducing class size and caseloads -- X
- Expanding availability of and student participation in well-rounded learning experiences -- X

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

We will be adding additional counseling time and opportunity for students, additional and new social and emotional support for students, coaching for student success, focus on and improve attendance, professional development for staff on supporting students socially and emotionally, student access to behavioral specialists, improved feelings of safety and security through facility safety improvements. Of course, many of these efforts will require additional staffing, and we plan on adding 7 FTE specifically to support student mental and behavior health

needs. These include counselors, behavioral specialist, professional development personnel, and a student success coach.

As you can see, our plan includes numerous efforts, programs, and staff to address the mental and behavioral health needs of our students. We are confident these additions will make a significant difference.

You can clearly see we are also adding program, staff and effort designed to improve academic outcomes for all students while specifically focusing all of these academic efforts on improving outcomes for our historically unserved populations. We believe in Targeted Universalism and think this implementation will embrace that ideal.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)

Being able to provide more mental health support, engaging classes, and specific work around attendance will increase attendance. Being able to provide more academic support, we are hoping to see an increase in multiple areas, but especially in 3<sup>rd</sup> grade reading. Having student success coaches, counselors, and instructional assistants to provide interventions and emotional support is an excellent opportunity for our Latinx students, students in poverty, and our students with disabilities of our district to grow and benefit emotionally and academically. This will provide our historically underserved students with the tools to be academically successful throughout the district. Increased opportunities for our students and specifically our underserved students, we will see positive results from the implementation of our SIA Plan.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)

Our 9<sup>th</sup>-grade on-track rates and our 4 and 5-year graduation rates have been very positive for Banks School District. We hope to maintain this as we move forward in the future. Our focus will be on 3<sup>rd</sup>-grade reading and attendance K-12. With the decisions we have made, I anticipate increases in those areas. We are focusing multiple positions throughout the district to address these two areas and that will be reflected in our longitudinal growth goals and the expectations to move the dial significantly in those areas, specifically with our underserved students. Additionally, Banks School District faces issues of implicit bias. Overcoming that kind of bias will be a challenge, but one we willingly accept. The level of Equity training and understanding to overcome that issue is challenging. It would helpful to hire staff of color, but that may be difficult in a smaller district. We are hoping that we are able to hire all of the positions in our plan, but that is another barrier and challenge for our district.

Part Seven: Evidence of Board Approval

*You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.*

*Board Minutes Link --*

[http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/sia\\_board\\_minutes.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/sia_board_minutes.pdf)

*District SIA Plan Public Link --* <https://www.banks.k12.or.us/student-investment-application-resources-and-plan.html>

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school? **No / Does not apply**

**Application Assurances**

- 1. CIP needs assessment was used to inform SIA planning – Yes**
- 2. Input from staff, focal student groups and families of focal student groups was used to inform the SIA planning – Yes**
- 3. Disaggregated data by focal student groups was examined during the SIA planning process – Yes**
- 4. Recommendations from QEC were reviewed and considered in the SIA planning process – Yes**
- 5. The District’s SIA plan is aligned with the CIP – Yes**